

### **FACT SHEET**

#### **What is the Curriculum Used by Organizations that Train Interpreters?**

There are three main types of interpretation that an interpreter can be expected to perform. These are:

- **Consecutive Interpreting:** There are two forms of consecutive interpreting. Long, or classic, consecutive is usually used in conference interpreting settings. Here the interpreter listens to the totality of the speaker's comments or a significant passage and then reconstitutes the speech with the help of notes taken while listening. Short, or sequential, consecutive interpreting is used in court interpreting as well as most forms of community interpreting. Here the interpreter operates at the sentence level instead of working with paragraphs or entire speeches (Healthcare Interpretation Network, 2007).
- **Simultaneous Interpreting:** The nearly instantaneous delivery of the speaker's message from the source language into the target language (Healthcare Interpretation Network, 2007).
- **Sight Translation:** Conversion from written material in one language to a spoken version in another language. It also occurs when an instant oral version is required of a written text (Healthcare Interpretation Network, 2007).

The curriculum used by interpreter training programs can differ considerably. However, curriculum that includes the following components is considered to be of high standard<sup>1</sup>:

- Constituent Tasks
- Standards and Ethical Principles
- Setting Specific Interpreting

#### ***Constituent Tasks***

These include:

- Active Listening
- Note-Taking: Note-taking, an essential element of consecutive interpreting consists of noting on paper, names, addresses, dates and specific terms that might be difficult to remember for the short period before the interpreter intervenes to interpret (Healthcare Interpretation Network, 2007).
- Retention in Memory
- Mental Transposition
- Verbalization in Target Language

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<sup>1</sup> Language Interpretation Project: Developing Guidelines and Standards to Guide the Delivery of Interpretation in the Settlement Sector in Ontario. Citizenship and Immigration Canada, Ontario Region, 2010

### ***Standards of Practice and Ethical Principles***

Standards of practice define the framework from which an oral language interpreter's performance is conducted and measured. Standards of practice guide how a language interpreter will perform his/her role, duties and responsibilities. Ethical principles focus on the "shoulds" of an interpreter's performance when ethical and other considerations impact an interpreter's ability to adhere to the standards of practice (Healthcare Interpretation Network, 2007). Internationally, there are numerous organizations that have developed standards of practice for interpretation. In Canada, the National Standard Guide for Community Interpreting Services, produced by the Healthcare Interpretation Network, is recognized and accepted as the preferred standard for community interpretation. Although there is slight variation, for the most part the standards can be connected to eight ethical principles as articulated in the National Standards Guide. These are:

- **Accuracy and Fidelity:** Interpreters strive to render all messages in their entirety accurately, as faithfully as possible and to the best of their ability without addition, distortion, omission or embellishment of the meaning (Healthcare Interpretation Network, 2007).
- **Confidentiality:** Interpreters will not disclose and will treat as confidential all information learned, either uttered or written in the performance of their professional duties, while adhering to relevant requirements regarding disclosure (Healthcare Interpretation Network, 2007).
- **Impartiality:** Interpreters strive to maintain impartiality by showing no preference or bias to any party involved in the interpreted encounter (Healthcare Interpretation Network, 2007).
- **Respect for Persons:** Interpreters demonstrate respect towards all parties involved in the interpreted encounter (Healthcare Interpretation Network, 2007).
- **Maintenance of Role Boundaries:** Interpreters strive to perform their professional duties within their prescribed role and refrain from personal involvement (Healthcare Interpretation Network, 2007).
- **Accountability:** Interpreters are responsible for the quality of interpretation provided and accountable to all parties and the organizations engaging the interpreter's service (Healthcare Interpretation Network, 2007).
- **Professionalism:** Interpreters at all times act in a professional and ethical manner (Healthcare Interpretation Network, 2007).
- **Continued Competence:** Interpreters commit themselves to lifelong learning in recognition that languages, individuals, and services evolve and change over time and a competent interpreter strives to maintain the delivery of quality interpretation (Healthcare Interpretation Network, 2007).

### ***Setting Specific Interpreting***

The following are examples of some of the common settings within which interpreters are asked to perform. Depending on the training organization, the curriculum may address the specifics involved in sector specific interpretation.

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- Court Interpreting: Interpreting that takes place in a court setting, in which the interpreter is asked to interpret either consecutively or simultaneously for a Limited English Proficiency (LEP) individual who takes part in a legal proceeding (Healthcare Interpretation Network, 2007).
- Child Victims/Witnesses
- Health Care: Interpreting that takes place in a healthcare setting, in which the interpreter is asked to interpret either consecutively or simultaneously for an individual who does not share the language in which the healthcare service takes place (Healthcare Interpretation Network) .
- Violence Against Women (VAW) Prevention

### ***Post-Testing and Evaluation:***

- Completion of Examination (per module, mid-term and/or final, that includes written and audio components)
- Evaluation of course curriculum
- Receipt of a Certificate of Completion

For a summary describing the curriculum used by Ontario's Interpretation Trainers please refer to <..\..\interpretation service providers\trainers and schools\Course Curriculum and Course Duration.pdf>.

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